**Oral Communications Course Wide Assessment Plan/report**

**2011-2012**

**Oral Communications**

**Objective:**

* Improve quality of data collected to gather both qualitative and quantitative data in a usable manner
* Integrate data from dual credit, adjunct and full time instructors
* Perform cross section assessment that produces meaningful data

**Strategy:**

* Improve the current pre/post test formats to limit to quantitative assessment over key skills
* Create a qualitative data collection tool that helps measure skill performance across sections
* Increase participation in assessment efforts by involving adjunct and dual credit faculty

**Tactics and Timeline:**

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| **Task** | **Timeline** | **Results and next steps** |
| Determine, based on past assessment, key skills to be assessed this cycle | Narrow down list- Spring 12  Gather Feedback from Instructors-Spring 12  New Pre/Post test for Oral Com Fall 12 | Use to develop new Pre/post test as well as qualitative assessment tool |
| Review current pre and post test with adjunct faculty and dual credit | Set meeting for mid-semester in the evening | Generate new pre/post test questions that evaluate desired key skills |
| Rewrite pre/post test | Ready for rollout for Fall term |  |
| Develop rubric for qualitative assessment review | Use CLO-Communication format |  |

**Outcomes of plan:**

-Survey went out to all instructors Spring 12. As of 5/16, 6 instructors out of 6 have responded., including one dual-credit instructor. (results attached)

-Based on Feedback support seems to exists for a multiple choice pre/post test developed by the department and a CLO Communication assessment once per term. This will provide qualitative as well as quantitative feedback.

-Meetings seem to be implausible given the instructors’ schedules. We will continue using Email, survey tools and potentially facebook to communicate with each other

-Based on review of state standards, a departmental Oral Communication syllabus is being developed with a redesign/realignment of the course objectives. This will be ready for roll out Fall 12 pending academic council approval.

**Pretest for Fall 2012-**

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| **State Standard** | **Related Topic Area/Chapter numbers** | **Pre-test questions addressing this issue** | **Comment** |
| **Invention**-Demonstrate ability to use productive imagination for the discovery and evaluation of appropriate arguments relating to a chosen topic through research. | **-Chapter 4-verbal communication**  **-Chapter 7-Conflict**  **-Chapter 10-Public Speaking**  **-Chapter 11-Selecting a topic**  **-Chapter 14-Persusaive speaking**  **-Chapter 9-Effective groups and leadership** | -Which of the following would be a good thesis statement for a persuasive speech  -Which of the following sources would be suitable for a speech on TOPIC  -You have a group of people who are very uninterested in participating in a required group project. Which of the following would make a compelling argument? | **This one does not lend itself well to multiple choice.** |
| **Audience Analysis-**Understanding the needs of an audience/target | -**Chapter 1-Basic concepts**  **-Chapter 2-Perception**  **-Chapter 3-Listening** | -You have a new co-worker coming in who is from Korea. You’ve never been to Korea, so how can you find out how she will act and respond to you?  -John has to give a speech in favor of capitol punishment to a group of people who he knows are against it. What are some things John should do to prepare? |  |
| **Kinds of Speeches-**Students should be able to identify and create speeches for information, entertainment, and persuasive purposes. | -**Chapter 10-Public speaking**  **-Chapter 11-Selecting a topic**  **-Chapter 13-Informational**  **-Chapter 14-Persuasive** | -Match the follow thesis statements to the kind of speech  -Which of the following support points would be good for an Informational Speech |  |
| **Organization-Intro/Body/Conclusion** | --**Chapter 10-Public speaking**  **-Chapter 11-Selecting a topic** | **-**What elements should be included in an introduction  -Which of the following lists would be good support points for the body of a speech on TOPIC |  |
| **Argumentation-**organizing and developing arguments with support, unity, and coherence | -**Chapter 1-Communication basics**  **-Chapter 4-verbal communication**  **-Chapter 7-Conflict in relationships**  **-Chapter 14-Persuasive speaking** | **-**You and a co-worker are trying to convince the boss to allow flex-time and job sharing. Which of the following would be most likely to succeed (Ethos/Pathos/Logos)  -A friend of yours is trying to convince you that XXXXXX…. What are some things you should be listening for in his or her argument?  -You are working on your debate for a class on the Electoral College. Which arguments are most likely to convince a room of college-age students? |  |
| **Delivery and presentation skills** | **-Chapter 4-Verbal communication**  **-Chapter 5-Nonverbal communication**  **-Chapter 2- Perception** | **-**While speaking in front of an audience, you find yourself beginning to trip up and make mistakes. Which processes might be at play during your performance (internal noise, self fulfilling prophesy)  -When you are trying to make a point, what kind of posture would help convey a sense of confidence?  -In job interviews, it is wise to keep your belonging off the interviewer’s desk. Why?  -When speaking to someone unfamiliar with your topic, should you avoid jargon? |  |
| **Listening-**Students will demonstrate effective listening skills as it relates to critical understanding of speech topics | **-Chapter 3-Listening** | -A charity on television says “for just one dollar a day, you can save this starving child…” and then shows you a picture of that child. This is an example of what kind of appeal? (Ethos/Pathos/Logos)  -A friend is telling you about his or her ex-spouse. Which of the following statements represents a logical fallacy? |  |
| **Ethics-** Students will demonstrate that they understand and take part in ethical speaking and listening | **-Chapter 3-Listening**  **-Chapter 6-Relationships**  **-Chapter 7-Conflict**  **-Chapter 14-Persuasion** | -Which of the following would represent an unethical appeal to emotions when trying to get someone to work for you because you want the day off (assuming all statements are factually true).  -“I don’t listen to things I don’t agree with. It seems a waste of my time.” –this is an example of what kind of listening strategy?  -You are preparing a speech about a topic that you care about deeply. You are well read on the topic and your points seem like “common sense” to you. Which of the following sources are permissible in this speech? |  |
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Other observations:

-Students are still struggling with the CIA project. Reworking into two smaller works with slightly different objectives

-Students struggle with the small assignments. Integrate multi chapter case studies that will serve as more clear assessments. Keep current assignments as practice and make those non-graded activities.